

Getting Ready For An Emergency Co-Presenter's Manual

Maine Department of Health and Human Services, OACPDS
Adult Developmental Services
FMI: Laurie.Kimball@Maine.Gov
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Emergency Preparedness Training for Maine Adults with Developmental Disabilities

People with developmental disabilities are among the vulnerable populations likely to be most adversely affected by an emergency. When we set out to offer Emergency Preparedness training for that audience in Maine, we found very few such training or informational opportunities already in existence.

Going on the assumption that people with intellectual disabilities need to learn what to do for themselves to be prepared for a storm, flood or even a pandemic flu; Adult Developmental Services at DHHS set out to create a co-trainer model that would meet that need. Our target audience is people with intellectual disabilities and their supporters, though it is certainly an appropriate training for other potentially vulnerable populations.

Interested members of Speaking Up For Us, Maine's self-advocacy network, were recruited as consultants to help refine and teach the curriculum. The result, "Getting Ready for An Emergency" is a presenter's manual and Powerpoint Slide Show for a workshop co-taught by two trainers, at least one of whom is an individual labeled with an intellectual disability.

At the end of a workshop, participants are familiar with the basic aspects of emergency preparedness: identifying an emergency, explaining the importance of being prepared, listing items important to have in an emergency, explaining how to decide about evacuation, and important written information to complete. Participants also receive "Go Bags", along with a graphic list (developed by Speaking Up For Us) of what to have on hand for an emergency.

For more information about this workshop, contact: Laurie.Kimball@Maine.Gov

Getting Ready for an Emergency

You are welcome to use this curriculum in part or entirety to support vulnerable populations to learn about Emergency Preparedness. It is intended to be only one part of a comprehensive Emergency Preparedness training and support package. The authors request that trainers adhere to the model of an individual who experiences disability being the lead trainer, with support from other trainers as appropriate.

We are interested in your feedback about how you use this material and how it works for you. Please send comments and suggestions to:
Laurie.Kimball@Maine.Gov

Learning Outcomes:

This Workshop teaches the basics about Emergency Preparedness.

Target Audience is people with Developmental Disabilities.

It may be appropriate training for other vulnerable populations.

It is designed to be taught by co-trainers; at least one trainer should be a person with a Developmental Disability.

After participating in the workshop, students should be able to:

- ✓ Identify an Emergency,
- ✓ Explain the Importance of Being Prepared,
- ✓ List Items Important to Have in an Emergency,
- ✓ Explain How to Decide about Evacuation, and
- ✓ Begin Completing Written Information.

Handouts:

- ✓ Powerpoint Handout, "Getting Ready For An Emergency"
- ✓ Emergency Information List
- ✓ Adaptive Equipment Checklist
- ✓ Graphic Checklists by SUFU
- ✓ "Go Bag"

Audience and Set Up

- ✓ Audience is up to 10 people with Developmental Disabilities.
- ✓ Supporters may attend to assist with participation.
- ✓ A round table or U-shaped set up is recommended.
- ✓ An overhead projector or laptop and LCD is necessary.
- ✓ Set up the room to encourage comfortable participation: able to see each other, close enough to hear quiet voices, trainers in circle with group, moderate lighting, etc.
- ✓ Provide snacks. Consider choices appropriate to emergency preparedness, such as: granola or cereal bars, juice boxes, bottled water, packaged nuts, dried fruit, peanut butter crackers, etc.
- ✓ Have pens to hand out for completing worksheets.
- ✓ A flipchart and markers are recommended.

Trainer Preparation

- ✓ Workshop should be taught by 2 or more trainers. At least one trainer should have a Developmental Disability.
- ✓ The team should practice together ahead of time.
- ✓ Ideally practice should be done with a small and familiar audience.
- ✓ Presenter notes can be individualized or graphics changed to meet the needs of individual presenters.
- ✓ Presenters should learn each other's teaching style ahead of time, and decide how to divide the information and support each other during the presentation.
- ✓ It is helpful to devise cues to use during the training about changing slides or needing help with information.

- ✓ Decide how you will engage supporters in the workshop. For example, they may sit at the table and participate in discussion or they may sit separately and help only when needed.
- ✓ Check in with participants about what support they want.
- ✓ Be clear with supporters about what you expect. We recommend asking supporters to sit at the table and participate in the learning.

Trainer Tips

- ✓ Ask questions with intention and eye contact to illicit responses.
- ✓ Pay attention to your tone of voice. It should change to emphasize a point or ask a question.
- ✓ WAIT for answers. Some people need time to speak up.
- ✓ Repeat the question or change the way you ask it.
- ✓ Repeat the answers for emphasis and so everyone hears them.
- ✓ Use graphic facilitation on flip charts where appropriate.
- ✓ Consider sitting at the table with participants if it is a small group. This may make it more comfortable for people to give input.

The Curricula

(This information describes using the Power Point Version of the Curricula)

- ✓ Slide show and presentation notes start on Page 6 of the Powerpoint Version of the manual.
- ✓ In “Notes Pages”, a picture of the slide or overhead is on top. Notes for the presenter are underneath.
- ✓ The bottom right hand corner of each slide has a “!” or a “?”, or both.
- ✓ A “!” means that the presenter will give information about the slide.
- ✓ A “?” means that the presenter will ask a question during the slide.
- ✓ **BOLD** text is information to be explained or a question to be asked.
- ✓ PLAIN text is information for the presenters.
- ✓ Desired answers to questions have a “4”. These are in PLAIN text. Keep an eye on these to keep the class on track
- ✓ Points for the presenter to talk about have a “checkmark”. They are in **BOLD** text. Be sure to talk about each one of these.
- ✓ Handouts for the class just have pictures of the slides or overheads with room for notes.

Additional Resources:

- ✓ <http://211maine.org/contactus.html>
- ✓ <http://www.redcross.org/services/disaster/beprepared/disability.pdf>
- ✓ <http://www.pandemicflu.gov/plan/individual/familyguide.html>
- ✓ <http://katrinadisability.info/#beprepared>
- ✓ <http://www.ready.gov/america/getakit/disabled.html>

Getting Ready for An Emergency Slide Show

(This section will describe what the slide says or asks, and outline information covered with each slide.)

Slide 1 Says, “Getting Ready for an Emergency”

This training is about Getting Ready for An Emergency.

Slide 2 Says, “Introductions”

Who are you?

Where do you live?

Who are your closest neighbors?

Do you have any Pets?

Slide 3 Says, “What is an Emergency?”

What is an emergency?

- Smell Gas

- Someone Breaks In

- You Cut Yourself

- Car Accident

- Fall Down

- Fire

- Get Sick

What kinds of emergencies can happen to lots of people?

- Flood

- Ice Storm

- Blizzard

- Hurricane

- Pandemic Flu

We are going to talk about how to get ready for emergencies like ice storms, power outages, floods, and pandemic flu.

Slide 4 Says, “What Can Happen in a Storm?”

”What can happen in a Storm?”

- Ice

- Wind

- Rain

- Snow

- Power Loss

- Trees Down

- House Damage

- Power Lines Down

- Roads Blocked

- Lightening

- Things Fall or Move

- Broken Windows

- Building Damaged

- Roads or Sidewalk Blocked

- Can’t Get Places

- Snow/Ice/Water on Ground

- People Can’t Get to You

- No Public Transportation

- Programs & Services Limited

- Everything Looks Really Different

Slide 5 Says, “What Can Happen in a Flood?”

”What can happen in a flood?”

- Can’t Get Places
- Power Out
- Stuff Moved
- Mud & Debris
- Water in House
- Trees Down
- Things Look Different
- People Can’t Get to You
- Power Out
- Programs & Services Closed

Slide 6 Says, “What Can Happen if You Lose Heat or Electricity”

”What can happen if you lose heat or power?”

- No Heat
- No Cooking
- No Water
- No Phone
- No Lights
- No Radio or TV
- No Refrigeration
- No Power for Medical Equipment
- No Gas
- No ATM or Bank
- Stores & Restaurants Closed
- Programs & Services Closed
- Dangers - Generators, Lanterns, Grills, Campstoves, Candles

Slide 7 Says, “What Can Happen in a Pandemic Flu”

A Pandemic Flu is like the regular flu except it is a lot worse. Pandemic Flu happens when a new flu bug comes around that our bodies don’t know how to fight. A Pandemic Flu can make a lot of people very sick in a very short time.

”What can happen in a Pandemic Flu?” or ”What if lots of people got sick all at once? “

- Stay Home
- Places Closed
- Stores Low on Supplies
- Programs & Services Closed or Limited
- Hospitals Full
- People Can’t Get to You
- You Can’t Get Things

Slide 8 Says, “Find Out What The Emergency Might Be Like.”

It is important to learn what is coming. There are things you can find out, like:

- Where will the emergency hit?
- What will it be like?
- How much Snow? Rain? Wind?
- Will the power stay on?

Should I leave my home?
What should I do to stay safe?

Knowing as much as possible will help you plan what to do.

Slide 9 Says, “Watch? Or Warning?”

To be prepared, you need to know if there is a watch or a warning about the emergency. What is the difference?

The Emergency Broadcast system announces watches or warnings.

A “watch” means the emergency might be coming. It tells what it is like and what you should do.

A “warning” means the emergency is on its way. It tells what it is like and what you should do.

Listen for the watch or warning so you know what to do.

Slide 10 Says, “How would you learn about an emergency?”

How would you learn about an emergency?

TV

Radio

Newspaper

Friends or Neighbors

Staff

Phone

211Maine

Slide 11 says, “An Emergency Might Make You Feel Stressed”

An Emergency Might Make You Feel Stressed.

Stress Can Affect How You Feel

Stress Can Change How You Think

Stress Can Make You Act Different

You Might Feel Sick

You Might Get Confused

You Might Forget Things

You Might Act Anxious or Angry

Slide 12 Says, “Be Prepared”

An emergency might make you feel sick or confused. Be prepared.

You might not be able to get things you need. Store supplies now.

Have a 3 to 5 day supply in case you can't things or you need to go someplace else.

Store supplies in a special place - a box or shelf - so they will be there when you need them.

Buy a couple of things each week to stock up.

Slide 13 Says, “What About Food and Water”

What food and water do you need?

1 Gallon Water Each Day for Each Person

For 3 to 5 Days, That is 3 to 5 Gallons Per Person

Cans or Jars of Food

Packaged Goods
Food You Can Eat Cold
Have a can opener, Plates, Silverware, Cups

Slide 14 Says, “What Other Stuff”

What are other things you might need?

Flashlight
First Aid Kit
Blankets
Batteries
Phone
Radio

Slide 15 Says, “How Can You Be Sure You Have Extra Medicine”

It might not be possible or safe to store a 5 day supply of extra meds. What can you do?

Keep an Extra Week On Hand
Order Refills Early
OTC and First Aid Supplies
Talk to Your Pharmacist

Slide 16 Says, “Information in Writing”

If you get nervous or sick, you might forget things.

It is a good idea to keep a list of phone numbers and other information you want to remember.

There are forms you can fill out. Keep them in a spot you can find them in an emergency.

Remember someone else might be trying to help you in an emergency. Make sure they can find the information if they need it.

Slide 17 Shows “Emergency Information List

Slide 18 Shows “Adaptive Equipment Checklist”

Slide 19 shows Emergency Checklist.

Slide 20 Says, “Evacuation? Do I Stay or Do I Go?”

You have to decide before the emergency starts where you want to be. Don't end up trying to get to a shelter in a driving blizzard!

How will you decide what to do?

Is there an Evacuation Order?
What does the Watch or Warning say?
What is it going to be like where you live?
Do you have what you need?
Is there someplace that would be more comfortable?

Slide 21 Says, “Who Needs to Know”

Who Needs to Know what you decide to do in an emergency?

- Family
- Friends
- Neighbors
- ISC
- Staff

Slide 22 Says, “If I Leave Where Do I Go?”

If you leave, where would you go?

- Friend or Family
- Out of Town Contact
- Emergency Shelter

Slide 23 Says, “If I Leave - Have a Go Bag”

If you decide to leave you will need some things with you. Have your Go Bag all packed.

- Snacks and Food
- Medication
- Written Information
- Identification
- Health Care Things
- Personal Equipment

Slide 24 Says, “Who can help?”

If you are not sure what to do or where to go, who can help?

- Crisis team
- 211 Maine
- Local police or Emergency Services
- 911

Slide 25 Says, “What about my pet?”

What kinds of pets do you have? What would they need in an emergency?

- Stay at home in a safe room with extra food and water?
- Go with you?
- Go to a temporary animal shelter?
- Pack a “Go Bag” for your pet’s food and medicine.

Slide 26 Says, “Getting Ready for an Emergency”

Now you know how to get ready for an emergency.

What are you going to do today?